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ABSTRACT

Submitted at the Pan Pacific Conferences on the Education of Exceptional Children (Honolulu, Hawaii, February 9-12, 1971), the paper covers services and education for handicapped children and youth in the Republic of Indonesia. General background information including a brief history of the care the handicapped is given. The development of laws, provisions, policies, and regulations is discussed, and description of the educational system and the office of special education is provided. Other information includes financing, curriculum, training programs, services, facilities, rehabilitation programs, progress and problems, and a brief look at future programs. (CD)

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EDUCATIONAL & OTHER SERVICES FOR HANDICAPPED CHILDREN AND YOUTH IN THE REPUBLIC OF INDONESIA

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BRIEF INFORMATION
SUBMITTED AT
THE FIRST PAN PACIFIC CONFERENCE
ON HANDICAPPED CHILDREN & YOUTH
HONOLULU, 9 - 12 FEBRUARI 1971

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THE DEPARTMENT OF EDUCATION AND CULTURE
OF THE REPUBLIC OF INDONESIA

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brief information
submitted at
the First Pan Pacific Conference
on Handicapped Children & Youth
Honolulu, 9-12 Februari 1971

The Department of Education and Culture
of the Republic of Indonesia.

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I. GENERAL BACKGROUND

Some geographical information:

The Republic of Indonesia is an island nation consisting of large and small islands, together forming a bridge between Asia and Australia, and connecting the Indian Ocean with the Pacific. Over 350 islands have an area of more than 100 square kilometers each, while the number of smaller islands is not less than 1500. Together they cover a landarea of 1.904.300 square kilometers, approximately one-quarter of Australia.

The distance between the country's extreme longitudes (95° E - 144° E) is 5.000 kilomeners, while its extreme latitudes (6° N - 11° S) span a distance of 2.000 kilometers.

The number of people:

The total population of Indonesia is at the end of 1970 ± 114.800.000 Though the islands of Kalimantan (Borneo), Sulawesi (Celebes), and Sumatera are bigger than the island of Java, the latter is the most densely populated.

Conditions:

With three and a half centuries of colonialization as part of its historical background, and declaring itself as an independent nation on 17 August 1945 after the Pacific war, the Republic of Indonesia of to-day has still to overcome a great amount of problems of the most widely varied character, differing only slightly in vastness and importance from one another, - such partly due to a marked shortage of experts and skilled personnel in every field of activity. Consequently, with a limited budget, and its national resources only partly successfully exploitable, combined with still other factors of historical or political character and importance, a total situation or condition is created, which permits only part of planned programs and projects to be actually realizable. This is the reason why only a limited number out of a greater number of planned projects may get full attention or priority. Likewise it cause a number of varied projects to obtain only a small part of its so badly needed budget.

Caring for exceptional children before Indonesia's independence.

Early investigations about the extent of services given to handicapped children and youth prior to Indonesia's independence reveal, that at the end of three and a half centuries of Dutch administration in 'the Netherlands East Indies, the country and its people inherited :

- an INSTITUTE FOR THE BLIND, in Bandung, West - Java;
- an INSTITUTE FOR DEAF-MUTE CHILDREN, in Bandung, West - Java;
- an INSTITUTE FOR DEAF-MUTES, in Wonosobo, Central-Java;
- an INSTITUTE FOR MENTALLY RETARDED CHILDREN, in Temanggung, Central-Java;
- a SCHOOL FOR MENTALLY RETARDED CHILDREN, in Bandung, West - Java;

Though it is assumed that all mentioned Institutions did obtain governmental support of some sort, none of them was fully financed by the government, neither were they operated solely by government-paid personnel. And while they depended more or less upon charity, it is assumed that at the time the needs of handicapped children were less seen from the educational point of view, but were regarded as being mostly of a social character.

No exact data available about the number of exceptional children.

Since until to-day, no special census of exceptional children has ever been taken, no factual data on the number of handicapped children and youth in Indonesia are available. If, however, while realizing the greatest of risks, we would apply for Indonesia a certain ratio used in the United States of America, -(i.e. 10 to 12 percent of children of elementary-and secondary-school age are considered handicapped) and we would further assume that 20 % (?) of Indonesia's population of not less than 100 million are children of elementary - and secondary-school age, then we would find that in Indonesia 2.000.000 to 2.400.000 handicapped children and youth are in need of special educational services of various kinds.

If we would apply ratios arrived at in England in 1946, showing the incidence of a number of different groups of handicapped children out of a registered group of pupils aged 5 to 15, then, for the same age-range, we would find :

a. Blind children	0.02	to 0.03	%	
b. Partially sighted children		0. 1	%	
c. Deaf children	0.07	to 0. 1	%	
d. Partially deaf children		0. 1	%	upwards
e. Delicate children	1	to 2	%	
f. Diabetic children		0.03	%	
g. Epileptic children		0.02	%	
h. Edicationally subnormal children		10	%	
i. Maladjusted children		1	%	
j. Physically handicapped children	0.05	to 0.8	%	
k. Children with speech defects	1.5.	to 3	%	

The foundation upon which the educational system is built.

With the Pantja Sila, the five philosophic principles on which the State of Indonesia is based, in which is laid down that the Indonesian people believe in an all embracing God; in righteous and moral humanity; in the unity of the State; in democracy wisely guided and led by close contact with the people through consultation; in that there should be social justice and security for all, together with the 1945 Constitution, Indonesia has laid down the basic rights for its people. It is from those sources that the Education Act and regulations are derived, and services started to be given.

II. HANDICAPPED CHILDREN AND YOUTH IN INDONESIA

II. A. H I S T O R Y.

a. Long before the arrival of the first Ducth and other European merchants, the Sultans who ruled over certain smaller or larger parts of the island of Java, protected in a general way a number of blind, crippled or otherwise handicapped people

within the high enforced walls surrounding the 'Kraton" (palace). At that time a Sultan was considered to be of divine descent, an incarnation of some god, protector of the weak, a spiritual leader by devine rigth endowed with wisdom and superhuman powers.

It was also believed that handicapped people get protection from invisible spirits, and for that reason it was considered wise to be kind to them.

The tradition of protecting a number of handicapped people by a ruler is still held in honour in the Kraton of Jogjakarta in Central Java.

b, During the Dutch colonial administration, the Department that dealt with education didn't have a special office for Special Education. Services were more of a social character and those who initiated and maintained them really depended on charity on the part of the public. Meanwhile words of praise and gratitude are due to those who did organize services of some sort at that time.

c. The Republic of Indonesia realizes and accepts its responsibilities toward those who are handicapped, and for that reason it is important for e.g. the office dealing with special education to gather and process data in order that comprehensive programs may be evaluated and put into practice by the government.

It is hoped that by giving handicapped children and youth an education and other services of rehabilitative character, they may become happier and more useful citizens. The idea is, that however small the number of exceptional children now actually getting services, the greater the number of rehabilitated people, the greater also the number of productive citizens that can contribute to the country's development.

II. B. TOWARD THE REALIZATION OF REHABILITATIONAL SERVICES FOR HANDICAPPED OR EXCEPTIONAL CHILDREN AND YOUTH.
(LAWS/STATUTORY PROVISIONS, POLICIES AND REGULATIONS.)

Although the 'Pantjasila' provides the philosophic foundation of the 1945 Constitution of the Republic of Indonesia, which Constitution States, in :

Chapter X, Citizens, Article 27 :

(1): Without any exception all citizens shall have aqual position in Law and Government.

(2): Every citizen shall have the right to work, and to a living, befitting to human beings.

Chapter XIII, Education, Article 31 :

(1): Every citizen shall have the right to obtain an education.

it is felt that in addition to general basic concepts more detailed and specific legislation as an operational pattern is a necessity.

S T A T U T O R Y P R O V I S I O N S

Education Act no.12, 1954, dealing with or having an impact on the education of exceptional children states :

a. Chapter V, Clause 4 :

Education and training shall be based upon principles contained in the 'Pantjasila', the 1945 Constitution, and the culture of the people of Indonesia.

b. Chapter V, Clause 6, (2) :

Special education and training is especially given to those who are in need of it.

c. Chapter V, Clause 7, (5) :

Special education and training aim at giving an education to those who are 'incomplete' either physically or mentally or both, in order that they may lead a decent life, both in the material and spiritual sense.

elucidation: with 'incomplete' is meant: the blind, the deaf, the mute, the imbecile, or those who are physically and/or mentally defective.

d. Chapter V, Clause 8 :
Special regulations for every type of education and training shall be ruled by law.

e. Chapter VI, Compulsory education,: Clause 10, (1):
All children having attained the age of six have a right, and those who have attained the age of eight are under obligation to enter school for at least six years.

f. Chapter XIV, Clause 22:
No fee is charged in elementary schools and schools for exceptional children, either for tuition or educational appliances.

g. Chapter XIV, Clause 23:
In all state public schools, with the exception of elementary schools, and schools for exceptional children, students pay a fee for tuition, the sum of which depends on their perents financial level.

P O L I C I E S

Although there are the 'Pantjasila' and the 1945 Constitution te remind the government that indeed each and every child having no matter what handicap(s), is entitled to get whatever services he may need to enable him to develop as best as his abilities and limitations allow, the government is compelled to realistically face the present 'total condition and situation'.

It follows than that :

a. Although the common types of a-typicalnesses that fall under the term 'Exceptional Children' are known to exist in Indonesia, up till the present, enly: the blind and poorly sighted, the deaf and hard of hearing, the mentally deficient, the crippled, and the socially maladjusted are dealt with.

In so doing it hopes to be able to do still more for exceptional children and youth, with the understanding and help of the community.

REGULATIONS

a. Subsidy and Aid.

Subsidies and aid to National private school are laid down in regulations. Aid given by the Central Government c.q. the Department of Education and Culture, include besides financial aid: physical facilities, educational features, and government-salaried teachers/personnel.

Note: In order to be eligible for government subsidy, private agencies must meet certain requirements.

b. The Training of Teachers.

Since 1952 the regulation dealing with the training of teachers for exceptional children has been improved twice.

c. Incentives aimed at Securing more Teachers.

To encourage teachers to take up teaching exceptional children the following incentives have been established:

1. it is ruled that teachers of handicapped children and youth shall get an additional allowance on top of their monthly salary, regardless their teaching in state schools or private schools.
2. the minimum number of week-hours a teacher is under obligation to teach, and the honorarium he is entitled to, should he exceed that minimum are all put down in regulations.
   The articles dealing with teachers of exceptional children rule that in determining a special teacher's salary and honorarium, he shall be considered teaching at the next-higher school level than where he actually teaches.
3. The number of students in each class in schools for handicapped children and youth is smaller. The teacher pupil ratio is usually not more than 1 to 12, as against 1 to 30 (even 50) in regular schools.

d. T h e U n i t S y s t e m .

The regulation in question makes it dear that the structural organization of a school for the blind should consist of educational activities which should aim at comprising the nursery school; the elementary school; and the secondary school-levels, continued by preparatory education for life in the community, vecational education/training, placement and (extended) guidance and counseling services for its alumni.

It further deals with requirements for admission of pupils, matters pertaining to its teaching staff, and finally the budget of the unit.

e. E x a m i n a t i o n s .

Government regulation no.071/1970 deals with examinations. The clause dealing with blind people of the regulation on examinations rules that in examinations open to both sighted and blind people, examination papers for non-sighted people shall take the form of Braille documents, and that non-sighted people shall be allotted 20 minutes more time than sighted participants to finish their papers.

III. THE EDUCATIONAL SYSTEM AND THE OFFICE OF SPECIAL EDUCATION.

III.A. THE SYSTEM.

To meet the needs of handicapped children aspecially in areas where the parents in particular are more cognizant of 'possibilities", small institutions have come to be established.

Those bodies may be devided in three categories, namely :

a. those established by the (local) government;
b. those obtaining government aid; and
c. private-agencies which at the moment maintain at least close contact with a government supervising Office.

Social, medical and psychological services have likewise become provided by either private agencies or government agencies,

in which latter case the needed administration and supervision are observed.

Special-school systems vary according to the type of atypicalness served. The schools may actually consist of just one small class with a few children and no other than educational services, but may also provide educational services comprising: the kindergarten, elementary and secondary-school levels, with or without (pre-) vocational training, like in:
a. the school for-the blind in Bandung (West-Java);
b. the school for deaf girls and boys in Wonosobo (Central-Java).

The integration of several kinds of services are best seen at the local level i.e. at the institutions themselves, rather than in the field of administrating bodies.

In the still small government subsidized school for crippled children in Bandung for example, services include those given by:
- a speech therapist
- social workers (2)
- an assistant physiotherapist
- a psychologist
- a nerve specialist
- a surgeon
- a child specialist

The administrating/directing and supervising bodies in the structure of the Department of Education and Culture are :
a. the Office of Special Education ("Dinas Pendidikan Luar Biasa")
b. the Office for Special-teacher training, which task it is to program how many special teachers can be made to join the still small number of those already in service.

Addenda :

(1) Special Class (es) and Special Schools

The majority of handicapped children that get educational services are served in classes of Special School, with mostly only one type of deviation. Thus in schools for the blind, the deaf, the mentally subnormal, etc.

Those who come from other towns are residential pupils, while the others are day pupils. There are no schools at the elementary level working under a what is known as 'an integrated program", so, regular pupils and a-typical children do not mix either in class, or on the campus or playground of one school.

It is true, nowever, that a number of blind children in Bandung either visit a senior high-school or a teacher-training institute with seeing children. This is also the case with deaf, crippled, and mentally subnormal children visiting schools at the junior highschool level for e.g. home economics, or vocational training, e.g. for carpentry.

(2) Class composition, Co-education and Non-Co-education.

In the majority of schools, both for non-exceptional and solely for exceptional children, girls and boys mix in class. In schools organized by the Roman Catholic Mission, however, boys and girls are in seperate classes. This is the reason why there are two schools for deaf children in Wonosobo, Central Java, one for girls and young boys and the other one for boys only.

The number of pupils in class is small, and gives sufficient opportunity for individualization of instruction. It is regretted, however, that, e.g. as audiometers are not available, the degree of deafness cannot be exactly callibrated. Furthermore it is real hard to get more children attain understandable speech without sound/speech amplifying instruments, and hearing-aids still out of reach of the general public.

In general it is felt, that shortage, if not total lack of special equipment interferes with better grouping, and the number and the degree of successes in a given space of time.

III.B. THE OFFICE OF SPECIAL EDUCATION

Being a unitarian state, Indonesia's national policy, including the policy concerning educational matters, is coordinated and maintained by the central government.

In dealing with the habilitation/rehabilitation of handicapped children and youth six Departments are primarily involved, namely:

the Department of Education and Culture, the Department of Social Affairs, the Department of Health, the Department of Home Affairs, the Department of Labour, and the Department of Justice. The execution of the national policy is carried out through local agencies all over Indonesia, the activities of which are coordinated by regional local government bedies.
The activities of the Office for Special Education as part of the Directorate for Kindergarten, elementary/Basic-general and Special Education are of directing, administrational and supervising character.

Sections in this Office deal with :
- the physically handicapped;
- the mentally handicapped;
- the socially/emotionally maladjusted;
- curriculum research.

It is this Office which determines how its limited budget can be put to as good use as possible in starting new projects or in geving support to ± 75 educational institutes in the country. This help may take the form of physical features, special apparatus, teachers and personnel, and are procurred through branches of this office at the local level, which branches maintain direct contact with existing special-educational agencies for guidance administration and supervision.

IV. MISCELLANEOUS INFORMATION.

a. Financing programs for handicapped;

b. Curriculum;

c. Qualifications and training programs;

d.e. Services and coordination of assisting agencies;

f. Physical facilities;

g. Rehabilitation and vocational programs;

h. progress and problems;

i. A brief look into the future programs to serve handicapped children and youth.

a. Financing Programs for the Handicapped.

With its limited funds the government finances educational programs, The field of exceptional education is compared to education given in regular schools relatively new. Special education being more costly, the government can't possibly finance all services.

As it is now, the Department of Education and Culture gives aid through the office for special Education to existing institutions.
At the same time there are also fully government financed, administrated and supervised special schools.
The idea is that in the end both the government and the community work closely together.

b. Curriculum .....

b. C u r r i c u l u m.

Whenever the Office of Special Education gives financial aid to local private educational institutes of good repute, it is of course understood that the aid given will be used to the best advantage. Due to the guiding, administrative and supervisory character of the office, discussions have been conducted toward effective administration, and improved curricula that can be used by associations or institutes showing an interest in giving especially educational services for exceptional children and youth.

In 1967 it was tentatively agreed that curricula for special schools must follow the general pattern used for regular children. x)
At the same time, however, giving ample consideration to the different types of handicaps and the abilities, the limitations and the special needs of the children considered; which considerations will be reflected in the methods and apparatus used. Furthermore that the curriculum used must be flexible to the extent that it should enable the favourable development of the child, and that it should stress subjects developing certain dexterities and skills preparatory to vocational training.

Discussions were taken up again in 1968. To the 1967 agreement was added that the boards of educational institutes should think and work toward the realization of a more extended or complete program, a 'unit system" aiming at the preparation for entry in community life, comprising :

---

1. adapted .....

x) Subjects in elementary schools are devided into three main groups. The first group includes religion and subjects with which to develop the "Pantjasila" spirit.
The second group includes subjects for the development of basic knowledge, like arithmetic, natural sciences, art etc. The third group includes activities aimed at the development of dexterities, know-how or skills in the fields of agriculture, handicraft, working together in planning activities like saving money, organizing school activities among children, and the like.

1. adapted educational services of :
   a). kindergarten education level;
   b). elementary education level;
   c). secondary education level
   or: follow-up services including :

   special services/subjects like sense-training, speech training, braille script, etc. etc. suited to special needs, and dexterity or skill developing, pre-vocational training.

2. vocational training with orientation in aptitudes, and in labour demand, to be followed by placement;
3. general complementary services to prepare youth for entry in community life;
4. guidance and counseling services for alumni.

Summary :

So, while the Office of Special Education goes on working at improvements in form and contents of curricula for exceptional children, practically all principals of existing special schools have already begun adapting their curricula to :

(a) a general pattern or model of curriculum, plus special considerations, and
(b) the idea of the "unit system" which gives direction in planning programs for newly established special schools consisting of just one class, or just a few of them.

c. Qualifications and Training Programs.

Teacher training programs to meet the needs of special schools were started by the Department of Education im 1952. The place chosen was Bandung which at the time had already special schools for blind, deaf and mentally retarded children. The teacher training school was called the S.G.P.L.B., short for Sekolah Guru Pendidikan Luar Biasa.

Besides .....

Besides showing their regular teacher training school or senior high school diploma, applicants must show a certificate of good health, must not be older than 26 years, and show certain aptitudes and certain personal qualifications that are considered especially essential for the profession.

Since its opening the school's curriculum has been revised twice, the last of which took place in 1968 by ministerial decision. It stipulates that the school, through giving tuition and training to those who show an interest and certain aptitudes, and are willing to become teachers for exceptional children, prepares them to become capable and qualified for the profession they wish to take up. The preparation takes two years after the senior high school education level. The first year is meant to provide the necessary fundamentals for the teaching profession, while the second year of study, besides giving theoretical knowledge, provides opportunities for laboratory work i.e. observations of teaching, observations of children in special schools and in the community, and student teaching. Trainees get help in choosing their area of specialization, which may be: teaching blind, deaf-mute, mentally retarded, crippled, or socially maladjusted children.

Entrance tests are conducted by the school, aided by his staff.

Those who are enlisted as students of the special teacher training school may get a monthly government allowance which commits the student to become a government paid teacher for three years after successfully finishing his studies. Teachers in regular schools, chosen by local supervisors and sent by the chief local administration official to follow the two years of study in order to start special classes in the area they come from, after graduating, will continue receiving their monthly salary while following the course of training.

Those who have successfully finished their studies will be placed in the same scale of salary as those who are in the possession of a B.A. degree.

The Curriculum .....

The Curriculum of the S.G.P.L.B.

Subjects — Areas of specialization: C. (=the mentally retarded), A (=the blind), B (=the deaf), D (=the crippled), E (= the socially maladjusted).

Subjects	First year		Second year	
	Sem. 1	Sem. 2	Sem. 1	Sem. 2
1. Introduction to Spec.Ed.	ABCDE	-	-	-
2. The use of teaching aids.	ABCDE	-	-	-
3. Methods of research.	ABCDE	-	-	-
4. Physical education (methods).	ABCDE	ABCDE	-	-
5. Educational evaluation.	ABCDE	ABCDE	-	-
6. Manual dexterities & skills.	ABCDE	ABCDE	ABCDE	ABCDE
7. Capita Selecta (miscellaneous subjects, topics).	-	ABCDE	ABCDE	ABCDE
8. Paedagogy (specialized).	-	ABCDE	ABCDE	ABCDE
9. Psychology & the exc.child.	-	ABCDE	ABCDE	ABCDE
10. Methodology (special).	-	ABCDE	ABCDE	ABCDE
11. Guidance and counseling.	-	ABCDE	ABCDE	ABCDE
12. Practice teaching.	-	ABCDE	ABCDE	ABCDE
13. Clinical practice.	-	-	-	ABCDE
14. Social practice.	-	-	-	ABCDE
15. Braille script.	ABCDE	A	A	A
16. Speech training & theraphy.	ABCDE	BCD	BD	BD
17. Evaluation of intelligence.	ABCDE	CD	CD	C
18. Occupational & Physiotherapy.	ABCDE	D	D	D
19. Social pathology.	ABCDE	E	E	E

Note: 1. The curriculum is being used in the three S.G.P.L.B.'s existent, namely the ones in Bandung (West Java), Sala (Central Java) and Jogjakarta (Central Java).

2. In addition .....

2. In addition to the three schools (S.G.P.L.B.'s) preparing teachers for exceptional children and youth, there are 4' 'teacher-preparing-institutions' that reported to have added programs for special teacher training, making the total number of institutions preparing teachers for exceptional children and youth 7 at the end of 1970. The institutes, I.K.I.P.'s, short for Institute Keguruan dan Ilmu Pendidikan, which literally translated would be 'institute for or dealing with the science of education and paedagogy', provide higher education and may be regarded as of college level.

3. Adding subjects pertaining to special education to the curriculum of teacher training schools for regular classes, i.e. S.P.G.'s, though already put into practice, is still on an experimental level. For the moment it tries to bring about interest among young teachers who will be able to, at least, tell people where to send their handicapped children and what can be done for their rehabilitation. It is hoped that through revisions in curricula, especially those children who are less severely handicapped, need not be separated from their playmates to enter special schools, but obtain services in an integrated school program.

d.e. <u>Services and the Coordination of Assisting Agencies</u>.

In the preceding pages an idea has been given of what especially the Department of Education and Culture has been trying to do for a limited group exceptional children and youth, the number of whom does not exceed much more than 3000; pupils who get services at special schools consisting of one or more classes. Certain hampering factors toward quality and quantity of both those providing services and those receiving them, have been dealt with and made clear; how condition still cause making compromises, impede better handling, interfere with the chances of the full development of the child's potential, of actual rehabilitation.

Educational .....

deaf and dumb, mentally weak, deformed, leprous, etc;
- welfare work for problem children consisting of education in charity institutions, programs for their care outside such institutions, and their resocialization;
- training camps and practice workshops for idle, mischievous children as partial realization of the 'Planned Overall National Development'.

It is beyond the objective and especially the competency of the compilers of this paper to deal at length with services provided by other Departments than the Department of Education and Culture. Undoubtedly each Department is in a position to furnish the best information regarding its inherent responsibilities, its total means, activities and results.

It is evident that programs in the fields of Mother and Child Welfare, and School Health, the role of general practitioners and specialists in the medical field in fighting disease, curing them or arresting their development, are highly important. It is a matter of fact that, as identifyers of exceptional children, physicians are almost always indispensible.

With the Department of Home Affairs providing for buildings and their maintenance and other physical features, salaries etc. for elementary schools, with educational, social and medical services provided by their respective Departments, with juridical provisions dealing with the education of children or with their protection, all of which may be reconsidered and revised, with all these services something has been attained. Indonesia is considering what adjustments to make at the start of its second quarter century of existence as an independent country in the twentieth century.

There was a good start when the National Coordinating Board for Family and Child Welfare decided to/work with all its might toward the realization of its three objectives, namely :

- the .....

- the coordination of agencies engaged in Family and Child Welfare;
- the coordination of efforts made by those various agencies;
- the exploration of possibilties of meeting children's needs hitherto unfulfilled, and

It is felt that when all Departments simultaneously, besides promoting efficiency within its own apparatus, give serious thought to the tackling of complex problems like rehabilitation as a coordinated team, still more can be done.

f. Physical Facilities.

Generally speaking physical facilities are not yet appropriate. Conditions in schools vary widely, however, among the badly needed physical fasilities are in the first place : books on every type of exceptionality, on each phase of rehabilitation work, as seen and dealt with by specialists in the medical, social, educational, legislative and other aspects of rehabilitation.

Psycho-, aptitude-and other tests for comparative studies should be helpful also.

It is felt that for giving a better picture of that which is being done in countries with better programs, it would be highly instructive if certain institutes be provided with special apparatus both for use with handicapped children and for instructional use of student teachers.

Braille slates and other appliances for the blind, audiometers and other aids for the deaf educational features for the mentally retarded, post polio cases etc-etc. are for many institutions just names.

g. Rehabilitation and Vocational Programs.

The most known rehabilitation centre in Indonesia is undoubtedly the Solo Rehabilitation Centre for the Physically Handicapped. Though originally serving war disabled people

medically, ...

medically, and fitting them with home-made artificial limbs if possible, the centre also with help from the United Nations developed into one, which services are a manifestation of a 'total concept' of rehabilitation.

Its main divisions are :

1. The medical Department, including an orthopaedic Centre and a Limbfitting Centre;
2. The vocational Training Centre.

Realizing the fact that handicaps are not only restricted to adults, as more and more children suffering from poliomyelitis, bone tuberculosis and other crippling diseases were brought to the centre, the "Indonesian Society for the Care of Crippled Children" was established in 1953, with now branches in several bigger cities.

The Solo Centre for crippled children has as its main functions :

a. Medical Care (in cooperation with the Solo R. C. mainly concentrated on physiotheraphy);
b. Education (dealing also with the special needs of the C.P. child);
c. Social welfare services (including contacts with the parents of the children and providing extra activities such as outings and scouting).

It is hoped that besides the Solo R.C. founded in 1951, and the Makassar R.C, (1959) more R.C.'s will be founded, dealing with both children and adults, and giving them all services they may need, to enable them to be happy, feel secure and have satisfaction through giving their contribution to the community.

n. <u>progress</u> .....

h. Progress and Problems.

Progress :

It is encouraging that the attitude of the Indonesian people toward the handicapped child, as reflected in its constitution, is favourable-, and that notwith standing the many and varied problems the government still has to face, some progress has been attained e.g.:

a). that the need of an office for special education in the structure of the Department of Education and Culture has been felt, and promptly answered;
b). that there are opportunities for special teacher education;
c). that from less than ten institutes seventy-five are now giving educational services: 18 for the blind, 20 for the deaf, 25 for the mentally retarded, 6 for the crippled, and 6 for the socially maladjusted;
d). that Rehabilitation Centres came into being where coordination of services is felt to be the only way to success ful rehabilitation;
e). that, however slow and limited, the community has shown progress in comprehending the needs of handicapped children and youth, and in participating in services, especially through activities of women organizations.

Problems :

Aside limited funds, shortage of trained personnel and specialists in every field, the lack of special apparatus among others for identifying types and degrees of handicaps, and the majority of people still ignorant and in need themselves, there are other problems that need to be overcome as well as possible,e.g.

1. Alumni of special teacher training institutions encounter many difficulties when asked to do pioneer work in rural areas. Many of them wind up doing administrative work or teach in regular classes. The reasons hitherto known are :
   a. insufficient personal qualifications;

b. ignorance.....

b. ignorance of local officials, and on the part of the community; less cooperation;
c. salary and other financial problems, and improper physical facilities, if any existant;
d. longing for return to city-life.

2. Residential and day schools for exceptional children are to be found in bigger towns, and this causes children from less situated parents to be deprived of services. Though no fee is charged for tuition, the cost of room and board is definitely an additional burden.
3. It is realized that up till the present the more severely handicapped children have been dealt with, and that services are given in special schools.
It is realized also that the number of border cases is much bigger, and that the children and youth involved, need adapted services as well.
The problem is, that due to the limited number of instructors, the inclusion of subjects pertaining to special education in the 'normal' teacher training program doesn't meet yet the expectations toward the growth of interest and especially toward enlarging the number of semi-skilled teachers, so badly needed to serve part of the pupils of regular elementary schools. It may be, that oral and written upgrading courses together with curriculum revision can somewhat mitigate problems number 2 and 3.

i. <u>A Brief Look into the Future Programs to Serve Handicapped Children and Youth</u>.

If the office for special Education should work with the same budget, the program for the very near future will be :

a). giving more information to the public, in cooperation with offices of the Department of Information, through mass media, with local associations, with the office for mass education, etc.etc., with a view to making the community more aware of certain facts and frauds about handicapped children and their needs, and in order that the community may more readily give attention and help;

b. .....

b. promoting efficiency, and promoting coordination with other agencies, both governmental and private, to attain a better coordinated cooperation in the provision of different kinds of services contained in a cromprehensive rehabilition program;
c. making preparations for detecting and identifying exceptional children in small sample areas, especially in areas where personnel for identification work are available; among others through contacting government aided institutes and teaching personnel;
d. drafting regulations felt necessary;
e. instructing intensification of efforts;
f. starting a clearing section in the office for special education to keep more or less abreast of new findings elsewhere in the world.

Should however, the second phase of the first 'Five Year Development Plan' allocate more funds for special educational programs, it would seem that steps could also be taken toward :

1. the development of model special schools for handicapped children;
2. drafting manuals, and starting libraries for study and reference work;
3. overcoming the need of special apparatus;
4. further curricula studies, among others for teacher training institutes, both preparing for teachers for regular classes and teachers for exceptional children;
5. the realization of classes/schools with an integrated program of study.

E R R A T A

page 1 : - (6° N - 11° S);
- bottom: - it causes .....
" 2 : - 6 th. line from bottom :
..... handicapped), ...
" 3 : - h. Educationally .....
" 4 : - 4 th. line from top: right
" 5 : - it is felt, ...
- bottom: spiritual sense
" 6 : - g. their parents'.....
- 11 th.line from bottom: to remind
- 3rd line from bottom: ....., only:
" 7 : - b. 3rd line from top: ....., namely:
- c. .... will be taken.
- (1) ... administration, the guidance
and supervision .....
" 8 : - a. ..... besides financial aid also .....
- 2. ..... that minimum, are all .....
" 9 : - d. , 2rd line: ..... clear .....
- 7 th line: ....., vocational .....
- e. ..... examinations rules, that .....
- III.A. ..... handicapped children, ...
- ..... may be divided .....
- 2rd line from bottom:
medical and educational services
" 12: 6 th line from bottom: giving support .....